

CHAPTER I

INTRODUCTION

A. Background of the Study

Language is one of the means of communication that plays an important role in human interaction. People around the world use language to convey their messages, communicate their feelings and needs whether in spoken form or in written form. Nobody can avoid the interaction through language (communication) with people around them. Because of the necessity of communication in humans' life, speaking skill considers as one of important language aspects that have to be acquired in order to convey their verbal messages precisely and communicate their purpose successfully.

English is very important to be mastered because it has many relationship with various aspects of life owned by human being in Indonesia. It is considered as the first foreign language and taught formally from elementary school up to the university level.

It is widely known that there are four skills that one has to be master in order to communicate in english. Those skill are listening, speaking, reading, and writing of all the four skills (listening, speaking, reading and writing). Speaking seems intuitively the most important. "English speaking ability is very important for people interaction where people almost speak everywhere and everyday through English. In this global era, many people used english as a media of communication and it makes people who come from different countries to be easier in making interaction and communication. As one of international

language, English is also being taught in Indonesia both in religious or non-religious institution”¹.

As language learners who had learned English intensively, the students should be able to interact orally each other through English. But in fact, most of the students in SMPN 1 Kelapa Dua did not perform English in their language conversation. They would rather to use Indonesia language than English as a medium of communication, it because of the method in teaching English that is used by English teacher in classroom is boring method, there is no innovation in teaching English, which the teacher used traditional method that made English atmosphere in classroom seems monotone.

Teaching speaking need innovation to improve students' speaking fluency and accuracy. Thus the writer conduct the observation and research at SMPN 1 Kelapa Dua is located Jl. Pawon Raya Perum Harapan Kita Bencongan Kelapa dua, Tangerang city of Banten Province. Moreover, students at SMPN 1 Kelapa Dua is students be on a levels in terms of implementation and mastery of the material. Based on the data from SMPN 1 Kelapa Dua, in 2013 SMPN 1 Kelapa Dua got “A” in accreditation, this reason becomes the consideration for the writer commonly the student of SMPN 1 Kelapa Dua Tangerang have medium capability in English subject.

Even though the aim of teaching English in Indonesia still find speaking as a difficult skill to be mastered. This situation happened because English language is not used as communication language in

¹ Dedi Efrizal, “*Improving Students Speaking Through Comunicative Language Teaching*”, International Journal of Humanities and Social Science, Voll. II No. 20, (October 2012) p.127.

their society. Another problem which causes consideration that Speaking is a difficult skill to be mastered comes from the implementation of grammatical competence that should be transformed into communicative competence. Speaking, as productive skill, is considered as the most difficult skill to be mastered by most of language learners around the world because speaking is transient and dynamic thus speeches exchange between the speakers occur in very limited time.

Based on writers' observation on seventh grade students can be found that there are some problems which caused students' speaking performance less than good. First of all, students' previous knowledge about English language; this problems comes from how english language has been taught in students' previous school thus indirectly influence their capability in constructing well-forms spoken utterances and in implementing language function. Another problem comes from teacher routine on using dialogue practice for teaching speaking. Even though it is not a serious problem but dialogue practice which is known as pre-communicative activity had caused students' misconception on practicing the target language in real-life communication activity. Most of students performed dialogue memorization while being assessed for making simple daily interpersonal communication. The other problem comes from students' vocabulary mastery. Students' incapacity in using English vocabulary actively makes them need a great amount of effort for selecting the vocabulary in order to convey the desired meaning.

In consequence, after observing these phenomena, the writer saw the necessity of providing a learning technique which can facilitate students with real life alike communicative activity and can bring the

needs for communicating to the students during learning process. Based on that reason therefore the writer chose a kind of communication game named “*Find Someone Who*” (FSW) for teaching speaking and improving students speaking skill in seventh grade students of Junior High School.

Other than that, most of experts agree that learning a language is a hard process; therefore facilitating students’ with kind of activity which can bring some joyful feeling such as game is very important. Another reason for using FSW as a teaching technique is the interesting and playfulness feeling that was brought by game. Moreover, there is no doubt that most of teenagers love game; therefore the writer tries to engage students’ attention, involvement, and cooperativeness during learning process in order to provide a great amount of communicative practice and target language exposure into learning activity for improving students’ speaking skill.

B. Limitation of the Study

In order to be more specific, the writer will limit this study on investigating the effectiveness of a kind of game “*Find Someone Who*” to increase students’ speaking skill especially Expression Asking and Giving Personal Information at Seventh grade of Junior High School at SMPN 1 Kelapa Dua Tangerang.

C. Statement of the Problem

Based on limitation of the problems stated above, this study will focus on answering the following question:

1. How is students' ability on speaking skill before and after applying "Find Someone Who" game?
2. Is teaching speaking through "Find Someone Who" game effective in increasing students' speaking skill?

D. Objectives of the Study

According to the formulation of problems mentioned above, the aim of this study is to observe:

1. To Investigate how Students' ability on speaking skill before and after applying "Find Someone Who" Game.
2. To Investigate how is the effectiveness "Find Someone Who" Game for increasing students' speaking skill in speaking class.

E. Significances of the Study

Depends on the objective of study has been mentioned above, this study will give several significant not only for students but also for teachers. First of all, for teachers his study will give some benefits such as improving their teaching technique and creating more interesting and more joyful learning process in their speaking class.

Moreover, this study also gives some benefits for the students such as reducing their stress and burden that caused by their obligation to catch all of learning points being taught by their teacher during learning process. Since language learning considers as one of difficult

subjects to be learned a joyful learning process through game can make them capable of catching more learning points and giving more contribution during learning process.

F. Organization of the Writing

The organization of this research includes five chapters:

Chapter I is introduction. It consist of background of the study, limitation of the study, formulation of the problem, objectives of the study, significances of the study and organization of writing.

Chapter II discusses about the theoritical framework, those are explanation of speaking ability: definition of speaking, the objective of speaking, elements of speaking, component underlying speaking proficiency, goal for successful of speaking, techniques for teaching speaking, the objective of teaching speaking, the characteristics of successful speaking activity, the definition of game, kind of games in speaking, find someone who game, benefits of using “Find Someone Who” game.

Chapter III discusses about methodology of research that consist of research method and design, place and time of the study, the population and the sample, instrument of the research, technique of data collecting, hypothesis, technique of data analyzing, scoring.

Chapter IV discusses about research finding and discussion that contains of the data description, data analysis, the analysis of X and Y variable of experimental class, hypothesis, and data interpretation.

Chapter V is closing that consist of conclusion and suggestion.

CHAPTER II

THEORETICAL FRAMEWORK

A. Speaking

1. Definition of Speaking.

There are four skills that must be mastered by students, which are listening, speaking, reading, and writing. According to Jeremy Harmer, the four skill are divided into types. Receptive skill is a term used for reading and listening, skills where meaning is extracted from the discourse. Productive skill is the term for speaking and writing, skill where students actually have to produce language themselves.²

Speaking is a very important skill. As human being, we need to socialize with one another. One way to socialize is to communicate. There are some ways to communicate. One of the ways of communication which used most frequently in human's daily life is speaking. We can communicate our feelings, ideas, or just information we have to others directly by speaking. Thus without an ability to speak well we cannot tell others clearly what ideas we have in mind, what information we have or even what is our opinions toward something.

The term speaking has many definitions. Some linguists give definitions of what speaking is. "Speaking is productive skill

² Jeremy Harmer, *The Practice of English Language Teaching (Fourth Edition)*, (England: Longman, 2002), p. 265

in the oral mode. It is like the other skills, is more complicated than it seems at first and involves more than just pronouncing words”.³ Nunan defines speaking as an ability to carry out a conversation in the language.⁴ It means that a good conversation will occur if people have ability in using good language or good speaking thus people can add to their understanding toward each other, they encouraged to express their ideas or opinion by their own language.

McDonough and shaw said “Speaking is a skill used by someone to produce utterance when genuinely communicates may involve expressing ideas and opinions, expressing a wish or desire to do something, negotiating and/or solving a particular problem; or establishing and mantaining social relationship and friendship.”⁵

In line with the definition above, Cameron state, “Speaking is the active use of language to express meaning so that other people can make sense of them. Therefore, the label of productive use of language can be applied to speaking”.⁶ From this definition, the writer sees that speaking is a productive skill, speaking is not just saying something through speech organs, speaking is thinking how to articulate our ideas through words.

³ British Journal of Art and Social Sciences, <http://www.bjournal.co.uk> BJAS.aspx. Vol II No.1 (2011), p. 38.

⁴ David Nunan, *Language Teaching Methodology; A Textbook for Teachers*, (Edinburgh: Longman Pearson Education, 1998), p. 39.

⁵ Jo McDonough and Christopher Shaw, *Materials and Methods in ELT*, Second Edition, (Oxford: Blackwell Publishing Ltd, 2003), p.157

⁶ Lynne Cameron, *Teaching Language to Young Learners*, (Cambridge: Cambridge University Press, 2001), p. 40.

From the four definitions above, it can be synthesized that speaking is the ability to express our ideas, feelings, or opinions orally in a conversation. It is a productive skill because when we speak something it means that we think about something. A good speaking event is when the delivered messages can be understood and is needed by the listener.

2. The Objective of Speaking

Speaking is a purposeful activity. Just like other activities such as listening, reading, and writing. We have reasons and objectives in speaking, the objective of our speech can define the strategy we use to do it. Just as stated by Richards and Renandya that Speaking is used for many different objectives and each objective involves different skill, the different objectives of speaking are as follow;

- a. In casual conversation, for example, our objective may be to make social contact with people, to establish rapport, or to engage in harmless chitchat that occupies much of the time we spend with friends.
- b. When engage in discussion with someone, the objective may be to seek or express opinions, to persuade someone about something, or to clarify information.
- c. In some other situations, we use speaking to describe things, to complain about people's behavior, or to make polite request.

Each of these different objectives for speaking implies knowledge of the rules of how spoken language reflects the context or situation in which speech occurs.⁷

⁷ Jack C Ricahrds and Willy A Renandya (*eds.*), *Methodology in Language Teaching*, (New York: Cambridge University Press, 2002), p. 201.

3. Elements of Speaking

According to Jeremy Harmer, there are elements which recognized in speaking skill. These elements explain that the ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language “on the spot”. Elements which categorized as language features are as follows:

- a. Connected speech
To be able to use connected speech is the ability to modify sounds when we speak. To modify sounds are by modifying (assimilation), omitting (elision), adding (linking *r*), or weakening (through contractions and stress patterning).
- b. Expressive Devices
Expressive Devices is the use of pitch and stress, vary volume and speed, and the use of paralinguistic (physical and nonverbal language) in producing utterance in order to convey the truth meaning of the message meant by the speaker. By using expressive devices, speakers will be able to show their feeling to whom they are talking to.
- c. Lexis and Grammar
The ability to select the appropriate words and to use different phrases in different contexts when we speak is very important, because sometimes there is an utterance which should be said differently when we speak in different situations and to different addressee. Therefore, it is very important for learners to know a variety of phrases for different functions such as agreeing or disagreeing, expressing surprise, expressing shocks etc.
- d. Negotiation Language
We use negotiation language to give clarification or reformulate what we are saying in order to be clearer, especially when we see that we are not being understood. Negotiation language is used because sometimes the listeners did not understand what we have

said. It can be because they did not hear or we talk too fast.⁸

Besides the language features are discussed above, another element which also very important is mental/ social processing.

What include in mental/social processing are as follows:

a. Language Processing

Effective speakers need to be able to process language in their own head and put it into coherent order, so that it comes out in forms that are not only comprehensible, but also convey the meanings that are intended. Language processing involves the retrieval of words and phrases from memory and their assembly into syntactically and proportionally appropriate sequences.

b. Interacting with others

Most speaking involves interaction with one or more participants. This means that effective speaking also involves a good deal of listening, an understanding of how the other participants are feeling, and a knowledge of how linguistically to take turns or allow others to do so. Through information gap activity, learners not only learned to become a good speaker, but also to become a good listener. They trained to be able to interact well as both speaker and listener in a conversation. Learners is trained to speak to each other in terms of how formal to be, what kind of language they can use, and how loud to speak by considering who their participants are, and they also trained to be able to decide when each person should speak, or have chance to take turn to speak.

c. Information Processing

Quite apart from our response to others' feeling, we need also to be able to process the information they take us the moment we get it. The longer it takes for "the penny to drop" the less effective we are as instant communicators. However, it should be remembered that

⁸ Jeremy Harmer, *The Practice of English Language Teaching*, (London: Pearson Education Limited, 2001) Third Edition, p. 269-270.

this instant response is very culture-specific, and is not prized by speaker in many other language communities.⁹

To become effective communicators, those elements explained above are very important to be considered. A good speaker should understand the knowledge about language features in speaking such as grammar, diction, knowing how to express while speaking etc. and moreover, is that he need to understand the process of speaking itself. Therefore, all those elements above should be included in every language teaching program in where speaking skills being stressed.

4. Components Underlying Speaking Proficiency

To be said proficient in speak English, English language learners need to know not only the linguistic knowledge, but also the culturally acceptable ways of interacting with others in different situations and relationships. Those abilities that underlying speaking proficiency is also called as “communicative competence”, Canale and Swain propose that communicative competence includes;

a. Grammatical Competence

Grammatical Competence is a competence that includes in grammar (morphology, syntax), vocabulary, and mechanics. In speaking, mechanics refers to basic sounds of letters and syllables, pronunciation of words, intonation, and stress. In speaking, the learners must understand how words are segmented into various sounds and how sentences are stressed in particular ways. Thus, grammatical competence enables speakers

⁹ Jeremy Harmer, *The Practice of English Language Teaching*, (London: Pearson Education Limited, 2001) Third Edition, p. 271.

to use and understand English-language structures accurately.¹⁰

b. Discourse Competence

Discourse Competence is concerned with intersentential relationship. In discourse, whether formal or informal, the rules of cohesion and coherence apply which aid in holding the communication together in a meaningful way. In communication, both the production and comprehension of a language require one's ability to perceive and process stretches of discourse, and to formulate representations of meaning from referents in both previous sentences and following sentences. With discourse competence, learners can manage turn taking in conversation.¹¹

c. Sociolinguistic Competence

Sociolinguistic competence is the competence which involves knowing what is expected socially and culturally by users of the target language; that is, learners must acquire the rules and norms governing the appropriate timing and realization of speech acts. Understanding the sociolinguistic side of language helps learners know what comments are appropriate, how to ask questions during interaction, and how to respond nonverbally according to the purpose of the talk.¹²

d. Strategic Competence

Strategic Competence refers to the ability to know when and how to begin a conversation, how to take the floor, how to keep conversation going, how to end the conversation, and how to solve comprehension problems in a conversation.¹³

The four competences explained above is essential for English learners to be mastered in order to perform English speaking skill effectively. The components which underlying

¹⁰ Jack C Ricahrds and Willy A Renandya (eds.), *Methodology in Language Teaching*, (New York: Cambridge University Press, 2002), p. 207.

¹¹ *Ibid.*, p. 207.

¹² *Ibid.*, p. 207.

¹³ *Ibid.*, p. 208.

speaking proficiency are linguistic competences and the knowledge of how native speakers use the language in context. The linguistic competences are; grammatical competence, discourse competence, and strategic competence, while sociolinguistic competence is the competence relates to the learners' understanding of how native speakers use language in context.

5. Goal for Successful of Speaking

According to Brown and Yule, “The intention of teaching is that the student should be able to ‘express themselves’ in the target language, to cope with basic interactive skill like exchanging greeting and thanks, apologies, and to express ‘his needs’, request information, service, etc.’”¹⁴

6. Techniques for Teaching Speaking

Before discussing about the techniques of teaching speaking skill, it is essential to know that based on linguistic study human are born with the ability for acquiring the language. This basic ability is given by God through the existence of human brain. In the early age of human development, the process of acquiring first language begin by receiving language input through the interaction of the language users around them. Furthermore, by the development of their speech organ human

¹⁴ Brown Gillian and Yule, *Teaching the Spoken Language*, (Cambridge : Cambridge University Press, 1983), p. 27.

begin to produce utterances from the language input which is known as language output.

Based on input and output theory Harmer suggests the three stages of language teaching and learning to teach productive skill such as speaking that aimed for increasing communicative competence: *first*, Introducing new language; *second*, practice; *third*, communicative activities.¹⁵ From that classification can be elaborated that in the first stage teachers should explain clearly the information about the target language including: its meaning, the way to use the language, the grammatical form of the language, then the pronunciation and the written form of the target language. Moreover, in the second stage, teachers should provide a chance for learners to practice the language. In this stage learners will practice to communicate using the target language in more controlled way. Finally, in the third stage teachers should stimulate the communication between learners and learners or between learners and teachers through learning activities. In this activity learners will practice to use the target language in less controlled way or they are allowed to modify the target language based on their own creativity.

7. The Objective of Teaching Speaking.

Since the development of modern world and competitiveness among global countries, the need for developing

¹⁵ Jeremy Harmer, *The Practice of English Language Teaching*, (London: Pearson Education Limited, 2001) Third Edition, p. 271.

educational quality in Indonesia seems to be important. The intention for developing Indonesian educational quality can be seen from Educational Ministry serious action on developing Indonesian educational curriculum in simultaneous way.

Teaching is profession. Thus teachers should pursue professional development to sharpen their teaching skills and maintain the quality of profession. Teaching speaking skill is a very important part of first foreign language learning. McDonough said that “ with the recent growth of english as an international language of communication, there is clearly a need for many learners to speak and interact in a multiplicity of situation thourgh the language, be it for foreign travel, business or other professional reason.”¹⁶

However, today’s world requires that the goal of teaching speaking should improve students’ communicative skill because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.¹⁷

Furthermore, there are some experts’ argumentations about the objective of teaching speaking. Most of them agree that the objective of teaching speaking should be speaking competency or on the other word capability to communicate through the target language.

¹⁶ Jo McDonough and Christopher Shaw, *Materials and Methods in ELT*, Second Edition, (Oxford: Blackwell Publishing Ltd, 2003), p.156

¹⁷ Hayriye Kayi, *Teaching Speaking: Activities to Promote Speaking in a Second Language*, The Internet TESL Journal, Vol. XII, No. 11, November 2006, (<http://iteslj.org/>).

In *Fluency and its Teaching*, Guillot instructs that fluency on the foreign language point of view is known as a degree in communication proficiency that consists of:

- 1) capability in producing both of spoken and written form of language easily;
- 2) capability in speaking with a good intonation, vocabulary, and grammar;
- 3) capability in communicating idea in an effective way; and
- 4) capability in continuing speech without obstructing the comprehensible of information or breaking the communication.¹⁸

The statement above elaborates that fluency in speaking considers as a skill or an ability to communicate easily with a good but not necessary perfect intonation, vocabulary and grammar. It also requires both of the ability to deliver an idea in an effective way and the ability to control the conversation flow as good as possible. Therefore, in order to achieve the objective of learning speaking (speaking fluency) learners are required to be able to communicate easily and effectively in the target language.

Furthermore, Colebiowska states that the aim of teaching English should encourage the learners to be able to communicate in English language therefore preparing the learners with a task which concerns with a real-life communication considers as a very important aspect for achieving a successful communication. From that explanation can be concluded that providing learners with real-life communication task can help them developing their

¹⁸ Marie-Noelle Guillot, *Fluency and its Teaching*, (Clevedon: Multilingual Matters Ltd, 1999), p.26.

communicative skill. This condition occurs as the effect of their familiarity with the communication in the target language which also can improve the successful of communication practice among the learners in the class.

On the other hand, the main goal of teaching speaking is oral fluency which defines as the ability to express someone or some idea clearly, wisely, accurately without so much confusion. The argumentation about oral fluency as the objective of teaching speaking derives from the fact that in communication process sometimes people experience a communication breakdown.

Communication breakdown can occur because the listeners uninterested with the topic had been discussed or get impatient to wait the other speakers' responds. Therefore, in order to avoid communication breakdown and to possess the ability to speak fluently, bringing the learners from model imitation stage or drilling practice to the communicative stage or communication practice in less controlled way is very useful for giving the learners an opportunity to do communication practice in the target language and for expressing their idea freely.

In addition, Hammerly reports that most of second-language advocates do not care about students' mispronunciation because it can be reduced through communicative classroom interaction. In contrast with Hammerly's argumentation, the aim of improving pronunciation is not for achieving native alike accent but for achieving accurate pronunciation in order to be understandable and comprehensible enough for other speakers.

The argumentation above up holds the argumentation of communicative approach advocates. They state that in the beginning of learning stage developing learners' vocabulary is considered very important and focusing on the accuracy of language structure production is considered less important because students' mistake in pronouncing words, in using inappropriate affixes, and in making incorrect grammatical sentences will disappear gradually through communicative activity in the class. This condition appears as the result of students' familiarity of the target language structure.

On the contrary, another expert argued that improving students' pronunciation considered very important. Even though the aim of improving students' pronunciation not to achieve native alike pronunciation but improving students' pronunciation is important to achieve a successful communication activity among the speakers and to avoid misunderstanding between them as the result of mispronouncing words.

In consequence, some of experts' argumentations about the objective of teaching speaking which have been mentioned above lead to the conclusion that most of experts agree that the objective of teaching speaking is developing communication competency or fluency in speaking. On the other hand, cannot be neglected that some of speaking sub-skills also give some contributions to the successfulness of communication even though these subskills are not the main objective of teaching speaking. The argumentations about the objective of teaching speaking according to the experts actually in line with the

objective of teaching speaking in Indonesia that aimed to achieve transactional and interpersonal function.

8. The Characteristics of Successful Speaking Activity

Every teacher expects to accomplish a successful learning process and in order to know whether their learning process success or fail, teachers need to know the characteristics of a successful learning process. In *“A Course in Language Teaching”* Ur reports that a successful speaking activity has some characteristic such as:

- a. Learners talk a lot. As much as possible of the period of time allotted to the activity is in fact occupied by learner talk. This may seem obvious, but often most time is taken up with teacher talk or pauses.
- b. Participation is even. Classroom discussion is not dominated by a minority of talkative participants: all get a chance to speak, and contributions are fairly evenly distributed.
- c. Motivation is high. Learners are eager to speak: because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective
- d. Language is of an acceptable level. Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy¹⁹

Therefore, from the explanation above can be elaborated that in a successful speaking activity learners will talk a lot during the learning process and there is no domination of minority students in speaking activity and every learner

¹⁹ Penny Ur, *A Course in Language Teaching Practice and Theory*, (Cambridge:University Press, 1996), p. 120.

participate actively during learning process or on the other words learners will equally share the opportunity to talk and to make contribution during learning process.

Moreover, learners' motivation to speak during speaking activity is high because they are interested in the topic being discussed then they want to give an active contribution in order to accomplish learning objective. The last characteristic is learners' mastery of acceptable language level which means that learners' language are easy to understand with the other participants and they level of language accuracy are good enough.

In addition, McDonough and Shaw stated: "successful completion of this type of activity (communication game activity) clearly depends on the effective communicative use of the language and of the sharing of information amongs the participants".²⁰ From that statement can be elaborated that in communication game activity the objective of speaking activity only can be accomplished successfully if learners can communicate effectively through the target language thus with this ability they also can share the information successfully.

In conclusion, based on the elaboration of the experts above a successful speaking activity can be indicated by some characteristic such as the amount of communication that occurs between the learners, learners' active contribution during learning process, learners' motivation to accomplish the learning

²⁰ Jo McDonough and Christopher Shaw, *Materials and Methods in ELT*, Second Edition, (Oxford: Blackwell Publishing Ltd, 2003)

objective, and learners' ability to communicate effectively through the target language.

B. Definition of Game

Most of people love to play games because of the joyful and the interesting feeling which provided by games. In *Games for Language Learning*, game defines as an exciting and joyful activity which sometimes challenges its players to play and to interact with others players.²¹ Points out the definition of game stated above can be summed up that in spite of exciting and joyful sensation provided by game, it also more emphasizes on the challenging aspect rather than competitive aspect in its activity because in competition students against each other and the strongest party considers as a winner and the weakest party considers as a loser thus the gap between the winner and the loser can decries the loser participation during this activity. In contrast, a challenging activity will inspire the participants to do their best without worrying too much of being not good (loser) in doing this activity.

Moreover, the idea of game as an interesting and joyful activity also supported by the other expert such as Ur; in “*Five Minutes Activities*” Ur and right define game as “amusing item to round off the lesson with a smile.”²² Hadfield define game is “an activity with rule,

²¹ Andrew Wright, David Betteridge, and Michael Buckby, *Games for Language Learning*, Third Edition, (New York: Cambridge University Press, 2006),p.1.

²² Penny Ur, Andrew Wright, *Five-Minutes Activity*, (Cambridge: Cambridge University Press, 2007)

agoal and an element of fun.”²³ From that statement can be concluded that game is an entertaining activity which can make learning process full of happiness. When teaching a new language in the class teachers need to include some points such as a new grammatical point, grammatical exercise, or text reading and when those learning points being taught in monotonous technique learners will feel bored; therefore to avoid this problem teachers can initiate to use game as their teaching technique.

Furthermore, Harmer’s explanation about game in “*The Practice of English Language Teaching*” also similar with the explanation that has been mentioned above; Harmer defines games as an important equipment for teachers because of their usefulness for language practice and their relaxing effect for learners.

Moreover, he adds that game can provide a challenging and interesting activity and also capable of cheering up students’ English class even in the end of a long day. From that statement be summed up that games consider as teachers’ important tools in language teaching. This argumentation comes from the usefulness that provided by game such as: the opportunity for learners to practice the target language, game brings joyful feeling while learning a language, game also can make learning activity more challenging and interesting which making learning process more cheerful even at the end of session.

Moreover, game considers also as highly motivated activity because of its amusing and challenging characteristic. Game not only gives students break time from a hard and frustrating learning process

²³ Jill Hadfield, *Advanced Communication Games*, (Harlow: DP Press, 1996), p.8

but also give them a chance for practicing language skill.²⁴ From that statement can be concluded that game is very useful because it can motivate students through its challenging and interesting activity, it can give students a break from a hard learning process and an obligation for catching lots of learning points, and it also can give students opportunity for practicing the target language.

In consequence, under pinned the definitions mentioned by some experts above game considers as an interesting and joyful activity which gives a lot of advantages for language learners such as cooperative work among the students, challenging feeling for every learner which can prompt their effort for doing the best to complete their task, and moreover can make learning process becomes an interesting activity which makes their English class more entertaining and provides more opportunity for practicing the target language.

1. Kind of Games in Speaking

Some of educational practitioners and experts such as Harmer, Ur, McDonough, Shaw, and so on agree that there are many kind of games which can be used as speaking activity such as information-gap game, describing pictures, and find someone who game.

a. Information-gap

One of purpose of communication is interchanging information between the speakers or on the other word there is a gap of information between one speaker and

²⁴ Aydan Ersoz, *Six Game for the EFL/ESL Classroom*, The Internet TESL Journal, Vol. VI, No. 6, June 2000. (<http://iteslj.org/>).

the other speaker. Therefore in order to provide communication practice activity to the learners information gap is adopted as one of teaching technique in speaking. According to Harmer information gap is “where two speakers have different bits of information, and they can only complete the whole picture by sharing that information because they have different information, there is a gap “ between them”.²⁵

b. Describing Pictures

In this activity learners will be divided into small group and each group will be given a picture which can be seen by all of members of the group. Each member will be asked to describe the activities in the picture in a sentence as much as possible and one of their members should write down each sentence.

C. Find Someone Who Game

Find Someone Who is a kind of game that emphasizes on providing learners with opportunity for oral interaction practice. According to Wright *et al* “*Find Someone Who*” is kind of game which makes language learners asking and answering questions to get information about their peers. In this activity learners should be asked to find out and to report on what some learners have in common with

²⁵ Jeremy Harmer, *How to Teach English*, (Essex: Pearson Education Limited, 2007), p.129.

other learner.²⁶ From that statement can be conclude that “*Find Someone Who*” game (FSW) is a kind of activity that provides the learners with opportunity to use the target language in functional way in order to seek for personal information from their friends.

Some of experts naming FSW game with different name but actually with the same concept. One of expert that gives different name to FSW game is Ur. In her book “*Discussion That Work*” Ur explains about a kind of activity named “*finding things in common*”.²⁷ In this activity students are divided into pairs and asked to find many things in common as much as they can and retell all the point they got from that activity. She suggests that this activity shouldn’t be done on a very long time and to avoid boredom while explaining the points. She suggests each group to make a simple statement about how many points they have already found during the activity. From that statement can be concluded that FSW can provide communication practice opportunity for each learner.

In this activity learners are demanded to use the target language in more natural and communicative way which at the same times this activity also provides an interactive drilling activity because in this activity learners have to repeat the use of some language points. Meanwhile, the expert suggests that this kind of activity is not suitable for long-lasting activity in order to avoid learners’ boredom during the activity.

²⁶ Andrew Wright, David Betteridge, and Michael Buckby, *Games for Language Learning*, Third Edition, (New York: Cambridge University Press, 2006), p.16.

²⁷ Penny, Ur, *Discussion that work: Task Centered Fluency Practice*, (Cambridge: Cambridge University Press, 1981), p.27

Furthermore, Harmer explains that FSW game is an activity which is designed to provide a specific language practice in joyful and active way. In this activity students are given a number of different questions and asked or questioning each other in order to know their partner well especially if the students in the class are new friends.²⁸

From that statement can be summed up that FSW game is recommended for new class activity because it provides the opportunity for sharing personal information and for knowing each other in more comfortable interaction. On the other hand FSW game also provides the opportunity for doing some repetition practice of specific language points in more communicative way.

Moreover, “*Find Someone Who*” is also considered as a kind of search game that includes two-way of information gap activity in which every learner has special information. In this game learners are given an empty table with some simple instructions that should be filled by the name of friends or sort of information based on the instruction. They can circle around the class and seek for the information to complete their task and at the same time to help their friends completing their own task too.²⁹

The statement mentioned before shows that FSW game is an interesting activity which provides the opportunity to use the target language in more interactive way. In this activity students have to circle around the class in order to find special information from their

²⁸ Jeremy Harmer, *The Practice of English Language Teaching*, Third Edition, (New York: Longman Publishing, 1991)

²⁹ Luu Trong Tuan, Nguyen Thi Minh Doan, *Teaching English Grammar Through Games*. Studies in Literature and Language Vol. I No. 7, 2010, (www.cscanada.org), p. 68.

classmate; moreover, in this activity learners are being taught to work cooperatively with their classmate in order to complete their task.

Even though some educational experts gave different name to “*Find Someone Who*” game, the basic concept of this activity is similar. This kind of game concerns on finding some similar or common information from their friends and at the end of the activity they will be asked to tell and or to sum up the point of information they already found during the activity to the class. Moreover, most of experts agree that this kind of game shouldn’t be over used during learning process because it can cause learners’ boredom.

D. Benefits of Using “*Find Someone Who*” Game

According to the experts ,”*Find Someone Who*” game is a kind of game which being used as icebreaker or warmer activity; therefore as a warmer activity FSW known also as an activity that gives more focus on inviting students to participate actively and to do the best for completing their task rather than challenging them with competitiveness activity.

Moreover, based on experts argumentations there are some benefits of using “*Find Someone Who*” game as a technique for teaching speaking:

- a) Making learners feel comfortable to share their personal information with others and making them feel confident with themselves.
- b) Increasing learners’ focus on language lesson and making learners more communicative during learning process.

- c) Making learners enjoy working with others or on the other words increasing learners' cooperation during learning process.³⁰
- d) Encouraging the practice of specific language points in joyful and active way.
- e) Providing students with precious language practice which emphasizes on practicing oral strategy such as describing, predicting, simplifying, and asking for feedback trough game-base activity.

³⁰ Andrew Wright, David Betteridge, and Michael Buckby, *Games for Language Learning*, Third Edition, (New York: Cambridge University Press, 2006), p. 11.

CHAPTER III

METHODOLOGY OF RESEARCH

A. Research Method and Design

The research method being used by the writer in this study is quantitative method. In qualitative method the researcher intends to investigate why something happened. The occurrence of this changing only can be well described by doing the study over the object of research. Moreover, some quantitative research intends to explain the effect of particular variable toward another variable which only can be done by explaining the relation between each variable.³¹

Meanwhile, the research design being used in this study is pre-experimental design. Much research in education today conforms to a design in which a single group is studied only once, subsequent to some agent or treatment presumed to cause change.³² *one group pre-test and post-test design* which uses only a class or a group of students for gaining the data without the existence of comparison group.³³

Moreover, according to Arikunto an experimental research design is aimed to investigate whether or not there is a significant influence of particular treatment over something or on the other hand it tries to investigate the cause and the effect of particular treatment by

³¹ Jhon W Creswell, *Educational Research, Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, Fourth Edition, (Boston: Pearson Education Inc, 2012), p. 13.

³² Donald T Campbell and Julian C Stanley, *Experimental and Quasi Experimental Design for Research*, (London :Houngton Mifflin Company Boston), p.6

³³ Suharsimi Arikunto. *Penelitian Suatu Pendekatan Praktik*. (Jakarta: PT.Rineka Cipta, 2010). p. 123.

comparing one or more than one experiment group that received a treatment with another group that did not receive a treatment.³⁴

Therefore, based on that statement, in this study the writer conducted the observation twice: the observation which is done before the treatment called as *pre-test* and the observation which is done after the treatment called *post-test*. The kind of treatment which has been given to the students in this study is teaching speaking using “*Find Someone Who*” game.

B. Place and Time of the study

The effectiveness of Find Someone Who Game towards speaking skill the writer takes SMPN 1 Kelapa Dua Tangerang as the place for doing this research. It's Located at Jl. Pawon Raya No. 1 Perumnas II Kelapa Dua-Tangerang BANTEN. The writer need time will be taken a month to collect the data.

C. The population and The Sample

1. Population

According to Suharsimi Arikunto, says that “A population is a set (or collection) of all elements processing one or more attributes interest”.³⁵ The target population in this study is actually the seventh grade students of junior high school. The population in this study comprises of all seventh grade of SMPN 1 Kelapa Dua in academic year 2015/2016. They are grouped into

³⁴ *Ibid.* p. 9

³⁵ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2010), p. 173

10 classes from VII/1 to VII/10. The total member of population is 350 students.

2. Sample

In this research, the writer chooses VII/8 which consist 25 students there are 16 female and 9 male as a sample of the research, which consist of only a class of students as experimental class.

D. Instrument of the Research

The writer used test as the instrument of this study, then the test will be used to collect the data from the object of the research. According to arikunto test is a series of exercise or tools that used for measuring the competency, intelligence, and skill which possessed by an individual or group.³⁶

1. Test

The writer takes the objective test as one of this instruments used. It was the questions were used to measure students' speaking ability before and after they study and know their skill in speaking.

a. Pre Test

The writer gave pre-test for experimental class VII-8 to know the students' basic knowledge of the material that will be taught.

³⁶ Suharsimi Arikunto. *Prosedur Penelitian Suatu Pendekatan Praktik*. (Jakarta: PT.Rineka Cipta, 2010). p. 193.

b. Post-test

The writer gave post-test for the experiment class after the treatment finished. The writer applied “Find Someone Who” Game for experiment class.

Kind of test being used in this study is oral-test in which students are divided into pairs and given the list of topics that should be performed in front of the test takers. Before performing the task each pair will be asked to take the number of topic that should be performed and will be given preparation time about 2 up to 5 minutes and performance time about 3 minutes. The type of oral test that will be used in this study is two-side information gap activity in which every learner has special information that will be used for completing their task.

E. Technique of Data Collecting

The writer decides to use an oral test as the technique of data collection in this study. The form of oral test being used in this study is *two-side information gap activity*. The writer decides to use this kind of oral test after considering Hadfield statement in his book that an activity which is based on information-gap activity can be done reciprocally. This situation occurs when both of learners in the pair have some information that should be used for completing their task.³⁷ That statement actually up holds the other statement which explains that “*Find Someone Who*” game considers as a variation of two-side of information-gap activity in which every learner should involve in

³⁷ Jill Hadfield. *Beginners' Communication Games*. (Harlow: Longman, 1999), p. 8.

giving and searching for information from their classmate in order to complete their task and to help their classmate completing their own task too.³⁸ Therefore, since all of students have been familiar with this kind of activity and because this activity has been used for speaking practice thus an oral-test using this design will provide useful feed-back for both the writer and the students.

The oral-test will be given to all of students in class VII junior high school and then the data which has been collected by the writer calculated by using t-test. The data from oral-test which conducted in pre-test will be used for knowing students' ability to speak before the treatment is given. In the second meeting up to the fifth meeting students in this class will be taught using the treatment: "*Find Someone Who*" game to teach speaking.

Finally, after the treatment is given for about four meetings the students in this class attend oral post-test in order to observe students' ability to speak and to collect students' data after the treatment and finally the writer calculates the collection of data from both of pre-test and post-test.

F. Hypothesis

Hypothesis formulated to explain relationship two more variables as well to compare a variable. According to Arikunto that

³⁸ Luu Trong Tuan. Nguyen Thi Minh Doan. *Teaching English Grammar Through Games*. Studies in Literature and Language Vol. I No. 7. 2010. (www.cscanada.org), p. 68.

Hypothesis is “a temporary answer according to the problem of research, till it is evidenced by some of data collection.”³⁹

In this research, the writer searches The Effectiveness of “FIND SOMEONE WHO” Game Toward Students’ Speaking skill and has two hypothesis to submit, those are:

- a. The Experiment Hypothesis (H_a) has significant Effective on students’ speaking skill after using Find Someone Who Game.
- b. The Null Hypothesis (H_o) has not significant Effective on students speaking skill after using Find Someone Who Game.

G. Technique of Data Analyzing

The writer decides to use comparative technique in order to find out whether the use of “*Find Someone Who*” game for teaching speaking can increase students’ speaking skill or not. Moreover, the writer compares the data gained from pre-test and post-test by calculating the mean of pre-test and post-test data.

According to Anas Sudijono, to find out how significance the effectiveness of Find Someone Who (FSW) Game to increaseing students’ speaking skill, the writer used statistic calculation of the t – test to determine to final calculation of t_o (t observation) that done to measure the last score of the research test.

³⁹ Suharsimi Arikunto. “*Prosedural Penelitian Suatu Pendekatan Praktik*”. (Jakarta: RinekaCipta, 2010). p. 112 Edisi Rev 2010

The formula that used is:⁴⁰

1. Determining the standard Deviation

$$SD_D = \sqrt{\frac{\sum D}{N} - \left(\frac{\sum D}{N}\right)^2}$$

2. Determining the mean of difference to get the result of the pre-test, by formula :

$$M_D = \frac{\sum D}{N}$$

3. Determining the mean of differences (SE_{MD}) between variable X and Y, by formula :

$$SE_{MD} = \frac{SD}{\sqrt{N-1}}$$

4. The calculation is determining the result of t_0 . By formula :

$$t_0 = \frac{M_D}{SE_{MD}}$$

Notes :

SD_D = Standard Deviation pre-test and post-test

N = Number of students in the sample

M_D = Mean of pre-test and post-test

D = The definition of each subject

SE_{MD} = Standard Error

t_0 = t-observation

⁴⁰ Annas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: PT. Raja Grafindo Persada, 2008), p.308

H. Scoring

The writer use speaking scale which was taken from Hughes book “*Testing for Language Teachers*”, this scale provided by Adams and Frith and was adapted by the writer.⁴¹ The speaking scale was specified into 5 criteria such as: accent (pronunciation), grammar, vocabulary, fluency, and comprehension and the writer adapted the description of speaking scale by combining it with Harris’ speaking scale.⁴² The detail of rating scale will be elaborated in the following table:

Table 3.1

Speaking Rating Scale

**Adapted from Adam, Frith and Harris Speaking Scale Rating
Scores**

No	Criteria	Scale	Description
1	Accent	6 (4)	Native Pronunciation, with no trace of “foreign accent”
		5 (3)	Have few traces of native speaker with less noticeable pronunciation error.
		4 (2)	Speech is clear enough nearly native speaker alike even though there is few traces of mother tongue accent, pronunciation error don’t interfere understanding.

⁴¹ Arthur Hughes, *Testing for Language Teachers*, Second Edition, (Cambridge: Cambridge University Press, 2003), pp. 131- 132.

⁴² David P. Harris, *Testing English as a Second Language*, (Bombay: Tata McGraw-Hill Publishing Company, 1977), p. 84.

		3 (2)	Pronunciation problem occasionally cause misunderstanding and require careful listening.
		2 (1)	Very hard to understand because often making pronunciation problem, frequently require repetition.
		1 (0)	Very serious pronunciation problem thus making speech almost hard to be understood.
2	Grammar	6 (36)	No more than two errors during the interview.
		5 (30)	Make few noticeable grammatical and word order errors.
		4 (24)	Occasionally makes grammatical and or word orders errors that do not obscure meaning/cause misunderstanding.
		3 (18)	Frequently makes grammatical and word orders errors which occasionally obscure meaning and cause occasional misunderstanding.
		2 (12)	Making constant errors which showing low control of important grammatical pattern thus causes comprehension difficult and frequently preventing communication.

		1 (6)	Very serious grammatical inaccuracy except in stock phrase thus makes speech hard to be understood.
3	Vocabulary	6 (24)	Vocabulary apparently as accurate and extensive as that of an educated native speaker.
		5 (20)	Use of vocabulary and idiom almost like native speaker (unlimited vocabulary).
		4 (16)	Sometimes use inappropriate vocabulary but don't prevent the communication.
		3 (12)	Frequently choosing wrong words, conversation somewhat limited because of inadequate vocabulary.
		2 (8)	Very limited vocabulary makes comprehension quite difficult.
		1 (4)	Vocabulary limitation so extreme as to make simple conversation almost impossible
4	Fluency	6 (12)	Speech on all professional and general topics as effortless and smooth as a native speakers.
		5 (10)	Speech as fluent and effortless almost likes native-speaker.
		4 (8)	Speed of speech seems to be slightly affected by language problem but some speech good enough.

		3 (6)	Speed and fluency are rather strongly affected by language problem, sentence frequently left uncompleted.
		2 (4)	Usually hesitant or very slow, often make some pause that caused by language limitation except for short and simple sentence.
		1 (2)	Speech is so halting and fragmentary as to make conversation almost impossible.
5	Comprehension	6 (23)	Understands everything in both formal and colloquial speech to be expected of an educated native speakers.
		5 (19)	Appears to understand everything in normal without difficulty.
		4 (15)	Understand nearly everything at normal speed although occasionally repetition may be necessary
		3 (12)	Understand most of what is said at slower than normal speed without repetition
		2 (8)	Has great difficulty following what is said, can comprehend only “social conversation” spoken slowly and with frequent repetition
		1 (4)	Cannot be said understand even simple conversational English

Maximum Score: 99

Furthermore, students' score will be interpreted using conversion table provided by Adams and Frith which will be mentioned below.

Table 3.2

Conversion table

Taken from Adams and Frith Conversion Table

Score	Rating
16-25	0+
26-32	1
33-42	1+
43-52	2
53-62	2+
63-72	3
73-82	3+
83-92	4
92-99	4+

The conversion of score to the rating scale will show students' level of speaking competency and in order to make it clearer the writer decided to adapt the rating scale which used for showing students' level of speaking skill using the following description:

Table 3.3*Description of Conversion Table***Adapted from Adams and Frith Conversion Table**

Rating	Description
0+	Very poor
1	Poor
1+	Enough
2	Good
2+	Good enough
3	Very good
3+	Excellent

CHAPTER IV

DESCRIPTION OF THE RESEARCH

A. Data Description

In order to know the result of the test, the writer provided the score of students which was gained from the test conducted in pre-test and post-test in a table and in order to make the result of the test clearer the writer also provided the comparison table to show the differences between students score in pre-test table and post-test table.

The following table is the table of students score in pre-test which known also as the result of students' speaking score before being taught using "*Find Someone Who*" game.

Table 4.1

Students Speaking Score

The Score of Students Pre-test (X)

NO	Name	Pre-test (X)
1	AAB	33
2	AAPP	49
3	AI	37
4	BA	50
5	BRS	61
6	DF	33
7	DPO	56
8	ETM	50
9	FAA	33
10	GMS	46
11	IFGR	65
12	JAA	37

NO	Name	Pre-test (X)
13	JRS	33
14	KA	48
15	MAA	49
16	MNS	44
17	MV	44
18	NDSR	43
19	NMR	46
20	NNA	65
21	PSF	34
22	SA	65
23	SBKI	71
24	SP	50
25	WA	50

From the table above can be seen that the lowest score of pre-test was 33; meanwhile the highest score of pre-test was 71. And the mean of pre-test was 47,68. In pre-test the highest frequencies of score which occurs four times: 33 and 50 two times : 37, 44, 46, and 49 three times: 65 and six lowest frequencies of score which only occur once there are: 34, 43, 48, 56 and 61. Furthermore, in order to find out the differences between students score, the writer showed the result of students' post-test or the test which conducted after the students being taught using "*Find Someone Who*" game in the following table:

Table 4.2

Students Speaking Score

The Score of Students Post-test (Y)

NO	Name	Post-test (Y)
1	AAB	33
2	AAPP	65
3	AI	52
4	BA	55
5	BRS	50
6	DF	61
7	DPO	69
8	ETM	57
9	FAA	57
10	GMS	46
11	IFGR	69
12	JAA	73

NO	Name	Post-test (Y)
13	JRS	50
14	KA	65
15	MAA	65
16	MNS	55
17	MV	53
18	NDSR	63
19	NMR	61
20	NNA	73
21	PSF	50
22	SA	73
23	SBKI	80
24	SP	61
25	WA	53

From the table of post-test above can be seen that the lowest score of post-test was 33; whereas the highest score of post-test was 80 which indicates that there are some improvement in the score of post-test. The mean of post-test was 59,56. In post-test the highest frequency of score which occurs three times: 50, 61, 65, and 73 two times: 53, 55, 57, and 69. and the lowest frequencies of score which only occur once there are: 33, 46, 52, 63 and 80.

B. Data Analysis

The data which gained from pre-test and post-test will be calculated in order to find out the mean differences between the score from pre-test which taken before the students were given the treatment using "*Find Someone Who*" game and the score from post-test which taken after students were given the treatment using "*Find Someone Who*" game. The following table will show the average score that occur between pre-test and post-test:

Table 4.3*Gained Score of Students' Pre-test and Post-test*

**The Comparison between the Score of Pre-test (X) and the Score of
Post-test (Y)**

NO	NAME	X	Y	D =X-Y	$D^2 = (X-Y)^2$
1	AAB	33	33	0	0
2	AAPP	49	65	-16	256
3	AI	37	52	-15	225
4	BA	50	55	-5	25
5	BRS	61	50	11	121
6	DF	33	61	-28	784
7	DPO	56	69	-13	169
8	ETM	50	57	-7	49
9	FAA	33	57	-24	576
10	GMS	46	46	0	0
11	IFGR	65	69	-4	16
12	JAA	37	73	-36	1296
13	JRS	33	50	-17	289
14	KA	48	65	-17	289
15	MAA	49	65	-16	256
16	MNS	44	55	-11	121
17	MV	44	53	-9	81
18	NDSR	43	63	-20	400
19	NMR	46	61	-15	225
20	NNA	65	73	-8	64
21	PSF	34	50	-16	256
22	SA	65	73	-8	64
23	SBKI	71	80	-9	81
24	SP	50	61	-11	121
25	WA	50	53	-3	9
N =25		$\Sigma X=1192$	$\Sigma Y=1489$	$\Sigma D = -297$	$\Sigma D^2= 5773$

This table shows that the result $\Sigma D = -297$ and $\Sigma D^2 = 5773$

NOTES:

X : Score Pre test

Y : Score Post test

D : Difference between variable X and Y.

C. The Analysis of X and Y Variable of Experimental Class

From the result $\sum D$ and $\sum D^2$ it is mean standard difference of score between X variable and Y variable determining standard deviation (SD_D) with the formula:

$$\begin{aligned}
 SD_D &= \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2} \\
 &= \sqrt{\frac{5773}{25} - \left[\frac{-297}{25}\right]^2} \\
 &= \sqrt{230,92 - (-11,88)^2} \\
 &= \sqrt{230,92 - 141,1344} \\
 &= \sqrt{89,7856} \\
 &= \mathbf{9,48}
 \end{aligned}$$

To find out the Mean of differences (MD) between variable X and Y, the research used the formula:

$$\begin{aligned}
 M_D &= \frac{\sum D}{N} \\
 &= \frac{-297}{25} \\
 &= \mathbf{-11,88}
 \end{aligned}$$

After gaining the result $SD_D = 9,48$ the writer calculated the standard error from mean of differences (SE_{MD}) between variable X and Y, by using formula:

$$\begin{aligned}
 SE_{MD} &= \frac{SD_D}{\sqrt{N-1}} \\
 &= \frac{9,48}{\sqrt{25-1}} \\
 &= \frac{9,48}{\sqrt{24}} \\
 &= \frac{9,48}{4,90} \\
 &= \mathbf{1,93}
 \end{aligned}$$

The last procedure of the calculation is determining the result of t_o (t observation) of the test by the formula:

$$\begin{aligned}
 t_o &= \frac{M_D}{SE_{MD}} \\
 &= \frac{-11,88}{1,93} \\
 &= \mathbf{-6,16}
 \end{aligned}$$

The result (-6,16) indicates that there was a differences of degree as much as (-6,16) regardless the minus for does not indicates the negative score.

Then to complete the result of the research, the writer finds out the degree of freedom (df) with the formula:

$$df = N-1$$

$$df = 25-1$$

$$df = 24$$

In consequence, based on t_{table} $df = 24$ at level significant 1% and 5% are: t_{table} at significant level 1% = 2,80

t_{table} at significant level 5% = 2,06

In consequence, the result was $2,06 < 6,16 > 2,80$ and it showed that t_0 (t-observation) was higher than t_{table} .

D. Hypotheses

Before concluding the final result from data calculation process, the writer will interpret t_o (t-observation) using the following formulation:

- 1) Formulating alternative hypothesis (H_a): there is significant difference between X and Y
- 2) Formulating null hypothesis (H_0): there is no significant difference between X and Y

The formulations that will be mentioned bellow are the formulation of t_0 hypothesis:

- 1) If t -observation result is higher than t -table ($t_0 > t_{table}$) the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. It means that there is significant difference between X and Y.
- 2) If t -observation result is lower than t -table ($t_0 < t_{table}$) the alternative hypothesis (H_a) is rejected and the null hypothesis (H_0) is accepted. It means that there is no significant difference between X and Y.

After completing the calculation process the writer found that the value of t_0 is 6,16 and $df = 24$. In order to know whether the result is significant or not it is necessary to take a glance to t_{table} .

Based on t_{table} $df = 24$ at significant level 1% = 2,80 and 5% = 2,06. In consequence, the significant value indicate that $t_0 > t_{table}$ or $6,16 > 2,80 > 2.06$ thus it means that H_a (alternative hypothesis) is accepted and H_0 (null hypothesis) is rejected or there is significant difference between the result of pre-test and posttest.

From the process of data analysis and discussion above can be seen that the result showed t_0 is higher than t_{table} . it means that there is a significant change in students' speaking score after receiving the treatment using "*Find Someone Who*" game therefore the writer interpreted that the use of "*Find Someone Who*" game is effective for increasing students' speaking skill.

E. Data Interpretation

After calculating and analyzing the data, the writer found that the result showed that the use of "*Find Someone Who*" game can increasing students speaking skill. The result was proven by the improvement of students' willingness to speak in the target language in order to complete their task. Moreover, students seemed enjoying the activity and felt excited for doing the task and for circling around the class to seek for information from their friends. In addition, students felt more comfortable and unburden while communicating in the target language.

This condition contradicts students' condition and response in the pre-test or before the treatment was given to the students. Moreover, in pre-test, most of students showed difficulties in communicating and expressing themselves in the target language; most of them doing the conversation with their friend like reading conversation dialogue and some of them was very halting and can't be said knowing what to say and how to say something in the target language.

On the contrary, in the post-test most of students felt more comfortable to communicate and more creative for developing the topic which is discussed with their pairs. The evidence of students speaking skill improvement can be seen from the differences between students' pre-test score and post-test score. In pre-test students lower score is 33 and students higher score is 71 and in the post-test students lower score is 33 and students higher score is 80. Even though, some students' score still remained the same but most of students speaking score and performance in post-test were better than their score and performance in the pretest.

In consequence, the analysis above explains that "*Find Someone Who*" game effective to increase students speaking skill in the seventh grade of SMPN 1 Kelapa Dua Tangerang. Thus in fact, this study proved the theory of game which stated that using game as a teaching technique can provide the opportunity for practicing the target language and bring joyful feeling for the learners during learning proces.

Moreover, this study also proved that "*Find Someone Who*" game has a lot of advantages over language learning process especially

for teaching speaking such as making students comfortable to communicate in the target language, increasing students cooperativeness and contribution during learning process, and making language learning process more communicative. The research finding has proved Wright *et al* explanation about the advantage of “*Find Someone Who*” game. The result also uphold their argumentation that FSW game is focused on inviting students with challenging activity rather than inviting them through competitive activity that brought negative back-wash effect on students performance. Based on the interpretation above the writer concluded that “*Find Someone Who*” game is effective to increase students’ speaking skill.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After conducting the research and calculating the data which were taken from students' oral pre-test and oral post-test, the result showed that teaching speaking through "*Find Someone Who*" game can increase students' speaking skill at class VII-8 of Seventh Grade Students Junior High School at SMP Negeri 1 Kelapa Dua Tangerang. The writer can conclude that:

1. In general, the real condition of students' speaking skill at class VII-8 of seventh grade students Junior High School at SMP Negeri 1 Kelapa Dua Tangerang, before the students given treatment "*Find Someone Who*" Game was low. it can be seen from the score students' pre-test that the lowest score of pre-test was 33 and the highest score of pre-test was 71. The result of post-test in experimental class the lowest score was 33 and the highest score was 80. There was significant difference of students' speaking skill, the score of post-test was higher than score pre-test. The students' mean score from pre-test was 47,68 whereas their mean score in post-test was 59,56. Based on the data, it was proven that the students' score of speaking taught by using *Find Someone Who* Game was increase.

2. Based on the result of calculation process the writer gained that the value of t_0 is 6,16 and the degree of freedom (df/dk) is 24. The result of t_{table} according t_0 5% significant level= 2,06 and 1% significant level = 2,80 The result indicated that $t_0 > t_{table}$ (t-observation is higher than t_{table}) or $6,16 > 2,80 > 2,06$ or $2,06 < 2,80 < 6,16$ thus it means that H_0 (*null hypothesis*) was rejected and H_a (*alternative hypothesis*) was accepted. The result showed that H_a (*alternative hypothesis*) is accepted and it proved that teaching speaking through “*Find Someone Who*” game is effective to increase students’ speaking skill. This result has answered the formulation of the problem that using Find Someone Who game in teaching speaking is effective, especially when it applied at SMPN 1 Kelapa Dua Tangerang.

B. Suggestion

The writer would like to give some useful suggestion for the reader which is interested in adapting the use of “*Find Someone Who*” (FSW) game as teaching technique or conducting further research about this study. The writer’s suggestions will be elaborated below:

1. Teachers have to make sure that their students capable to use the target language for asking and answering the questions orally based on the selected topic.
2. Teachers can help their students to communicate by writing some useful clues (incomplete sentences) for asking

question or for answering the question in order to avoid communication break-down.

3. The most important point, teachers should move around the class in order to control the flow of activity, help the students overcome their difficulties and make sure that their students communicate using the target language instead of using their native language.
4. The students should practice to speak their english more often in order to improve their speaking skills. Students' active interactive in learning process is demanded by better learning result to make students get much information during the learners process.
5. Students seemed enjoying the activity and felt excited for doing the task and for circling around the class to seek for information from their friends.
6. Students felt more comfortable and unburden while communicating in the target language.
7. "*Find Someone Who*" game should not be done too long in order to avoid students' boredom. This kind of game is better conducted in limited time in order to increase the effectiveness of communication process.

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